

SECTION: Behaviour and attitudes

MONITORING: IWA/ ESP

PRIORITY OBJECTIVES:

1. To further promote community cohesion through the extra-curricular programme
2. To further develop the use of rewards to promote excellent behaviour across the school and reduce the number of behaviour incidents for vulnerable groups.
3. To further develop the support offered from the Learning hub and the tiered interventions offered to Vulnerable Learners.
4. To continue to develop the distinctive offer on all three sites whilst maintaining consistency.

REASONS FOR IDENTIFICATION:

- To promote the Seaford Head values and for individual students to engage in a range of activities outside of timetabled lessons
- To ensure that all students are focused on their learning and maximising their academic progress
- To ensure that all students achieve to their full potential and pursue ambitious progression routes
- To support students' individual development and embed the Seaford Head values

| Action point | Staff i/c | Timing | Monitoring | Success Criteria | Impact and evidence | Cost |
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| 1 - To enhance the extra curricular programme with new opportunities with outside agencies | JPP | Termly | Through SLT and LM | Increased number of opportunities for students | Extra Curricular Programme develops - evidenced through increased participation | JPP/ SL |
| 1 – To develop an activities week model that allows for more trips and enrichment activities to be offered at the same time as Welsh camp | JPP | Term 6 | Report to SLT | Increased number of opportunities for students | All students meet their entitlement regarding extra curricular/ enrichment activities | |
| 1 – To increase the number of house points in reward for participation | JPP | Termly | Through SLT and LM | Termly House Points for Extra Curricular participation | More House Points given – promotes increased participation | |
| 2 Celebration of rewards shared with community more effectively. Use of Edulink – HOYs to send termly congratulation emails based on core values – linked to house award system. House certificates (T&L) termly | HOY/HOD | Termly | IWA | Increased communication with parents/carers celebrating success | Stronger homer– school partnership evidenced through Parental surveys at PCE's | |

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| 2 Reinstate reward trips for attendance and House achievement | AHT Attendance/HoH | Termly | Through SLT and LM | Introduction of more trips improves attendance and reward point figures. | Cohort of target students for both attendance and behaviour improves and increases | |
| 3. Developing provision mapping for vulnerable learners (links to QOE) | AHT Inclusion/Senco | Term 1 | BE | Embedded consistent system to record interventions and provision for students across the school | Clear single profiles for students that show their needs, strategies and interventions put in place. | £1500 provision mapping software |
| 3. Develop broader mainstream alternative pathway within the HuB for vulnerable learners | AHT Inclusion/Senco | Term 1 | BE | Broad offer of provision that meets the needs of learners both academically and pastorally. | Students engaged in appropriate provision for needs measured through engagement, wellbeing attainment, behaviour & attendance | £30K AP |
| 4. Termly whole pastoral team meetings | AHT | Term 1 - 6 | BE | Consistent approach and implementation of behaviour/attendance policy and Tiers of Support | Increased earlier intervention for targeted students re behaviour/attendance concerns. Evidenced through ANP documentation and CPOMS/SIMS | No Cost |
| 4 CPD programme for pastoral team | AHT | Term 1 - 6 | BE | Staff successfully undertake relevant training where needed to support and develop individually and as a team (CPOMS, DSL, SIMS/Edulink, Therapeutic Thinking etc) | Staff voice (feel better equipped to fulfil their roles) and student voice (feel supported and safe). Parent voice (parents/carers feel school has supported them/their child effectively) | Through CPD budget? |
| 4 To introduce daily roll call at the start of each day at AS and SS | ESP/ IWA | Term 1-6 | BE | Students engage in daily roll call – teaching staff and AHYs deliver a consistent uniform and equipment check at the start of each day – thought of the day supports SMSC | Improved uniform standards and reduction in lack of equipment and uniform detentions over time. Reduction in student lateness to lessons P1 | |

SECTION: Leadership and Management**MONITORING: BE/ SL****PRIORITY OBJECTIVES:**

1. To further develop the Seaford Learning Trust; to develop an “all – through” educational experience for the children of Seaford
2. To further develop the IT infrastructure to support student learning at every Key Stage and to engage parents
3. To continue to promote staff well – being and personalized career development
4. To continue to engage with other agencies and providers to ensure all students are supported and challenged to secure the very best outcomes

REASONS FOR IDENTIFICATION:

- Delivering on the vision of all providers and agencies in the town working together to support and challenge the young people to achieve to their full potential
- The IT infrastructure must support the ever increasing use of technology and strengthen the home – school partnership
- Happy and engaged staff will be best placed to support our students and their families
- This will help to deliver on the vision of ensuring that all the young people of Seaford are supported throughout an all - through style education

| Action point | Staff i/c | Timing | Monitoring | Success Criteria | Impact and evidence | Cost |
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| 1a) Seaford Learning Trust to present at Primary Schools’ FGB meetings | BE | Autumn Term | JD | All Seaford schools invested in the partnership and start to explore formalising this relationship | A more co-ordinated approach to supporting Seaford children through the 5 stages of their education resulting in improved educational outcomes | Time |
| 1b) Formal arrangements with Chyngton School to be confirmed | BE/ SL | October 1st | JD | Chyngton formally joins the Seaford Learning Trust | A more co-ordinated approach to supporting Seaford children through the 5 stages of their education resulting in improved educational outcomes | Time |
| 2a) Upgrade to internet and wifi across all 3 sites | SL | End of term 1 | BE | Faster connectivity supports improved teaching and learning | Infrastructure secure to support the move to a single device for every student across all classrooms | 150K |
| 2b) Lap top audit completed, staff laptops refreshed and standardized set up in every classroom confirmed | SL/ JPP | End of term 2 | BE | Higher staff – satisfaction regarding this provision | Improved staff well – being evidenced through staff surveys. Improved delivery seen through QA processes | SL/ JPP |
| 2c) Pilot for different lap tops to be introduced | SL | Evaluation end of term 3 | BE | Higher staff – satisfaction regarding this provision | Improved staff well – being evidenced through staff surveys. Improved delivery seen through QA processes | SL to confirm |

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| 3a) Whole staff menu of well – being offer to be confirmed | JPP | End of term 2 | BE | Staff accessing activities and impact on measurable outcomes apparent – e.g. staff attendance | Improved staff well – being evidenced through staff surveys. | SL/ JPP |
| 3b) Management of reprographics to be reorganized to increase efficiency and promote well - being | SL | End of term 2 | BE | Management of reprographics less onerous for teaching staff and more cost effective | Improved staff well – being evidenced through staff surveys and reduced reprographics cost | SL |
| 3c) Career aspirations to inform personalized and whole school CPD offer | JWH | Start of term 1 | BE | All staff identify appropriate CPD targets that are monitored through Progress Teaching | Staff engaged in CPD as evidenced at the mid - year review | PT = ? |
| 3d) Support to be developed and provided for colleagues as they move through the menopause | KG | Evaluated at the end of term 2 | SL through LM | All staff are supported in addressing issues through suitable adjustments as they progress through the menopause | Positive staff feedback through questionnaires/ interviews reflect strong engagement and attendance | £1000 |
| 4a) To engage with AYP to provide well – being support and develop positive study habits from KS1 – KS5 | SWI | From Sept 22 – Aug 23 | BE | AYP implement an effective programme of interventions at all 5 Seaford schools | A more co-ordinated approach to supporting Seaford’s most vulnerable learners through the 5 stages of their education resulting in improved educational outcomes | £7.5K |
| 4b) A cycle of peer reviews and curriculum development meetings confirmed for the 5 Seaford Schools | JWH | From Sept 22 – Aug 23 | BE | Best practice shared across schools and through Key Stages – programme of curriculum meetings completed | The development of a Seaford – wide curriculum and sharing of best practice across the 5 schools | Time – cover |
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| SECTION: Personal Development | | | | | | |
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| MONITORING: RHS/ SWI | | | | | | |
| PRIORITY OBJECTIVES: | | | REASONS FOR IDENTIFICATION: | | | |
| <ol style="list-style-type: none"> 1. To further promote the Seaford Head values across all key stages to support the highest expectations and standards. 2. Further develop the careers programme across all key stages and increase WEX opportunities 3. Further develop leadership programmes – particularly in the 6th form 4. Further development of tutor time and PSHE to support students' personal development | | | <ul style="list-style-type: none"> • To further develop a cohesive community and encourage students to make a positive contribution • To further encourage students to pursue ambitious plans for the future • To further promote the school's ethos with students taking the lead and setting the tone • To support students' individual development and embed the Seaford Head values | | | |
| Action point | Staff i/c | Timing | Monitoring | Success Criteria | Impact and evidence | Cost |
| <ol style="list-style-type: none"> 1. To implement the ESCC Race Equality Action Plan 2. To offer a CPD opportunity to a member of staff to help lead this and secure governor involvement | IWG | September ongoing In time for September | BE | To have implemented the stages of the Action Plan | Being able to evidence that we have fulfilled the criteria of the Action Plan which includes curriculum, monitoring, policy and student voice | £2000 – external agency support |
| 1. To have displays of all of the values across the Sites | JPP | For September and ongoing | Through SLT and LM | Having the displays on each site | Students developing a greater understanding of the values | £1000 display budget |
| 1. To look at developing the certification of rewards to mirror the Core Values | JPP | For September | Through SLT and LM | Producing the certificates for the Core Values | DoL's Giving the certificates out and rewarding the core values | |
| 2. Further developing the WEX opportunities for Year 10 | RHS | July | Through SLT and LM | Number of WEX students in Year 10 | WEX Reports | 200 WEx places £5,000 |

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| 2. Greater volume of information of Careers within TT and PSHE | SWI/RHS | Sept – Ongoing | Through SLT and LM | More learning opportunities across the Key Stages | Careers Programme during PSHE across all years – all students making ambitious plans for education/ career progression | Purchase and Photocopying of STEPS resources £500 |
| 3. Sixth Form Students involvement in Key Stage 3/ 4 | RHS | Sept – Ongoing | Through SLT and LM | Greater involvement of Sixth Form Students in Learning opportunities | Evidence is number of people involved in learning opportunities | |
| 3. Developing Sports Leadership Opportunities | SB | Sept – Ongoing | JPP | Number of Sports Leaders and increase in supported Sports Events | Greater involvement of SHS students with younger peers | |
| 4. Tutor Time integrate planned Curriculum within TT for each Year group | IWG/ESP | July | SWI | All groups engaged in meaningful activities with shared guided curriculum | Students promoting the Seaford Head values evidenced through student surveys | VFS- £1000 |
| 4. PSHE further development to ensure meeting needs of community | SWI | Ongoing | BE – through line management | Consultation with students and parents/carers. | Students engaged with content shown through module scoring. | |
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| SECTION: Quality of Education | | | | | | |
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| MONITORING: JMH/ JWH | | | | | | |
| PRIORITY OBJECTIVES: | | | REASONS FOR IDENTIFICATION: | | | |
| <p>1. To further develop the approach to feedback and students' independent study to accelerate student progress to ensure that all students secure exceptional outcomes.</p> <p>2. To further develop the CPD programme and quality assurance processes to ensure that exceptional practice is shared across all sites.</p> <p>3. To ensure that the "must – have" provision is an entitlement for every student and all SEN and Vulnerable Learners secure excellent outcomes.</p> <p>4. To further develop students' literacy and oracy skills from the moment that they start school across all subject areas.</p> | | | <ul style="list-style-type: none"> • Effective feedback has a more significant impact on student progress than any other intervention • The school's greatest resource is its exceptional staff and their expertise must be shared • To deliver the school's vision of ensuring that all students secure ambitious progression routes • To promote a love of reading and to address the fact that low level literacy is a significant barrier for some students to achieve to their full potential | | | |
| Action point | Staff i/c | Timing | Monitoring | Success Criteria | Impact and evidence | Cost |
| <p>1. Feedback policy shared with all staff.</p> <p>2. Independent study tasks set in line with policy</p> <p>3. Pilot independent study scheme for students in Years 7 and 9 to develop knowledge retrieval</p> | JWH | <p>June 2022</p> <p>Ongoing throughout the year</p> <p>Term 1</p> | <p>SLT and BE through line management</p> <p>JWH/ ESP/ IWA</p> | <p>Quality assurance will show that feedback is embedded</p> <p>Students' learning is embedded through independent study</p> | <p>Learning walks and work scrutinies will show that feedback is more effective HoDs to explain how tasks set link with the aims of the policy</p> <p>Students' completion on teams increases – they perform better in assessment</p> | <p>N/A</p> <p>Tutor resources</p> |
| <p>1. Vision for CPD programme to be shared with all staff</p> <p>2. All departments to share best practice at briefing</p> <p>3. Experts in new teaching criteria to share best practice and work with teachers that need support in those areas.</p> <p>4. New quality assurance process re: learning walks to be fully embedded</p> | JWH | <p>July INSET 2022</p> <p>Ongoing throughout the year</p> | <p>SLT and BE through line management</p> | <p>Teachers make changes to and further develop their practice</p> | <p>Teacher survey at the end of the 3 sessions and learning walks highlights positive impact on teaching practice</p> | <p>Time</p> <p>SEN specialists training of CPD</p> <p>£1000</p> |

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| <ol style="list-style-type: none"> 1. Regular CPD in staff briefing around areas of need 2. Meetings to be held regarding individual student strategies 3. SEND Must Haves seen in all lessons 4. Progress Teaching to share strategies and to evaluate their effectiveness. 5. Provisional Curriculum mapping for SEND all in one 6. RSL meetings to continue to focus on SEND outcomes | JWH / JMH/ SWI | At staff briefings throughout the year | New SENDCo | SEND outcomes, attendance and behaviour to improve | SEND outcomes, attendance and behaviour to improve Learning walks and observations to evidence use of strategies | Progress Teaching £6,000 Provision mapping £3000 |
| <ol style="list-style-type: none"> 1. English to lead on reading tests and interventions. 2. To develop separate action plan on raising reading levels and oracy 3. Language Assistants to be employed in MFL to develop speaking skills 4. Meta cognition project to be further developed | <p>JMH/LJE</p> <p>AP/ SB</p> <p>MVL</p> | <p>Ongoing throughout the year</p> <p>20 hours a week of intervention from term 1</p> <p>Ongoing</p> | <p>SLT and HoDs</p> <p>ESP</p> <p>JWH</p> | <p>Literacy strategies embedded in lessons</p> <p>Improved oracy skills and confidence in speaking</p> <p>As above – students able to articulate what makes an effective learner</p> | <p>To increase the number of students who are at their chronological age for reading</p> <p>Improved results in the speaking component of the MFL GCSE</p> <p>Student voice responses through surveys are extremely positive – feedback from primary schools</p> | <p>£2500 pounds in the literacy budget</p> <p>20hrs pw</p> <p>MVL time</p> |
| <ol style="list-style-type: none"> 1. To organise cross-phase INSET day with Chyngton primary school 2. To arrange cross-phase learning walks of Key Stage 2 and 3 based on SPP model | <p>JWH/ESP</p> <p>JWH</p> | <p>October 2022</p> <p>November 2022 onwards</p> | <p>BE</p> <p>BE</p> | <p>The quality of work produced in year 7 will be improved</p> <p>Best practice is shared across phases</p> | <p>Work scrutiny</p> <p>Student voice</p> <p>Development points identified through the peer review process</p> | <p>Cost of supply</p> <p>£300 per day</p> |

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| 3. Key Stage 3 coordinators in English, Maths and Science to develop cross – phase curriculum with Chyngton | RD/ SB/ CDE | Evaluate at the end of term 2 | ESP | Seaford – wide curriculum developed | Stronger progression through curriculum evidenced through work scrutinies and observations | |
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